

IOWA ARTIST Marj Nejd

TITLE Batik Eggs

GRADE LEVEL

Middle | High School

These lesson plans are designed for art educators to adapt to the needs of their individual classes.

INFLUENCES

Czechoslovakian heritage:
Family traditions

MATERIALS

Large eggs
Needles
Variety of art materials as requested by students
Egg art literature or access to the internet for research



Iowa artist Marj Nejd
Batik egg

LESSON PLAN: MIDDLE | HIGH SCHOOL**Marj Nejd****OVERVIEW**

Old World egg artist Marj Nejd grew up believing that all egg artists did their art the same way. She later learned that in the Czech culture, the particular artistic technique denoted which geographical area the artist was from. Influenced by her Czechoslovakian heritage and family traditions, Ms. Nejd learned how to use batik to create egg art. In this lesson students will learn about the techniques used by Ms. Nejd, research one of the techniques used and use that technique on an egg.

Preview Marj Nejd's **Biography**, **Video Synopsis**, **Video** and **Images** of her work on the Iowa Arts Council web site www.iowaartscouncil.org/ and select resources appropriate for your adaptation of this lesson. Have students locate the artist's place of residence on an Iowa map.

DISCUSSION QUESTIONS

- What inspires and influences Iowa artist Marj Nejd?
- How does Iowa artist Marj Nejd inspire you?
- What else inspires and influences you and your artwork?

INTRODUCTION

Begin by referring back to the introductory lesson in the Influence and Inspiration series, discussing what inspires the students as artists and individuals. Iowa artist Marj Nejd uses the influence of her Czechoslovakian heritage as she creates her art. There is a strong tradition of egg art in the Czech Republic. Discuss with students their prior knowledge and experiences with "egg art." Show the video of Marj Nejd. Reflect with the group about how her art inspires and influences them as artists. Brainstorm and create a list of the "egg art" techniques Ms. Nejd described in the video. In this lesson students will investigate an "egg art" technique and apply the technique either on an egg or in another artistic creation.

INSTRUCTIONAL OBJECTIVES

Students will:

- connect to folk artist Marj Nejd's technique, influences and inspirations
- research an "egg art" technique and create a piece using this technique
- evaluate the procedures of Marj Nejd's techniques
- connect the artist within to Ms. Nejd's life and work

PROCEDURES

1. The Czech people are well known for their egg art and their specific techniques can be distinguished by geographic region. In this art form, artists use geometric designs, caricatures, scenery and symbols that are meaningful to the artist. In this lesson students will choose a technique of "egg art" and research the technique. After gathering information about a specific technique each student will create an egg piece using the technique they researched.
2. The teacher will assign or allow students to choose a technique they would like to investigate. Students can use books or the internet to investigate the technique. The teacher may choose to outline what students should uncover about the technique, which may include the history, region it represents, examples of the technique, description of how to use the technique and artists that use the technique.

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3. Students will sketch a plan for their work and write a list of materials needed.
4. The teacher will demonstrate how to blow the eggs. To blow the eggs, students will wash and dry the egg. Then, using a big needle, puncture a small hole at the small end of the egg and a larger hole at the large end. Caution the students that when puncturing the egg, the yolk must be punctured for blowing. Students will then place the egg over a bowl and blow through the small hole until all the inside is removed. Rinse with cool water and let the egg dry completely before decorating.
5. Follow the technique researched to decorate the egg.
6. Upon completion of the egg piece the teacher may choose to provide time for students to share the techniques, research and what inspires them about this art form. The teacher may choose to offer students time to create an additional egg using a different technique learned as others shared their work.

RESOURCES

Internet

en.wikipedia.org/wiki/Egg_decorating_in_Slavic_culture

Egg decorating definition from the Slavic culture, process and images of decorated eggs.

www.canadaegg.ca/bins/play_page.asp?cid=156-12-71&lang=1

Egg decorating ideas, history and instructions for blowing eggs

www.iarelated.com/xmas/embossed_eggs.htm

Embossed wax eggs

www.spectator.sk/articles/view/7062

Historical significance of Czech egg decorating and a variety of techniques

eeuropeanhistory.suite101.com/article.cfm/modern_decorated_egg_traditions

Fabergé eggs

www.associatedcontent.com/article/449111/how_to_etch_easter_eggs_a_ukrainian.html?cat=24

Etched eggs

www.beadjewelrymaking.com/Kid_Art_Project/Kid_art_bead_project/april2006kid_bead_project.html

Beaded eggs

Images

www.myczechrepublic.com/czech_culture/czech_holidays/easter/

www.eggartguild.org/

Variety of images from the guild of egg art

Literature

Rechenka's Eggs by Patricia Polacco

A Kid's Guide to Decorating Ukrainian Easter Eggs by Natalie Perchyshyn

Three Rotten Eggs (Hamlet Chronicles) by Gregory Maguire and Elaine Clayton

National Standards | Iowa Standards

1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols and ideas
4. Understanding the visual arts in relation to history and cultures
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others
6. Making connections between visual arts and other disciplines

IOWA ARTIST Marj Nejdí

TITLE Batik Eggs

GRADE LEVEL Elementary

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INFLUENCED BY

Czechoslovakian heritage:
Family traditions

MATERIALS

Muslin cut in the shape of an egg-one per student
Copy paper cut the same size/shape as muslin-one per student
Newspaper for table surface
Crayons
Masking tape
A variety of colors of tempera paint-1:4 ratio of water to paint



Iowa artist Marg Nijdl
Decorated egg

LESSON PLAN: ELEMENTARY

Marj Nejdí

OVERVIEW

Old World egg artist Marj Nejdí grew up believing that all egg artists did their art the same way. She later learned that in the Czech culture, the particular artistic technique denoted which geographical area the artist was from. Influenced by her Czechoslovakian heritage and family traditions, Ms. Nejdí learned how to use batik to create egg art. In this lesson students will learn about the techniques used by Ms. Nejdí, explore batiking techniques using crayon and muslin cloth and compare using the technique on cloth to batiking on an actual egg.

Preview Marj Nejdí's **Biography**, **Video Synopsis**, **Video** and **Images** of her work on the Iowa Arts Council web site www.iowaartscouncil.org/ and select resources appropriate for your adaptation of this lesson. Have students locate the artist's place of residence on an Iowa map.

DISCUSSION QUESTIONS

- What inspires and influences Iowa artist Marj Nejdí?
- How does Iowa artist Marj Nejdí inspire you?
- What else inspires and influences you and your artwork?

INTRODUCTION

Begin by referring back to the introductory lesson in the Influence and Inspiration series, discussing what inspires the students as artists and individuals. Iowa artist Marj Nejdí uses the influence of her Czechoslovakian heritage as she creates her art. There is a strong tradition of egg art in the Czech Republic. Discuss with students their prior knowledge and experiences with "egg art." Show the video of Marj Nejdí to the students. Reflect with the group about how her artwork inspires and influences them as artist. Share with the group that one of the techniques Ms. Nejdí uses in her egg art is batiking. In this lesson they will use this technique on muslin cloth and compare this experience to that of batiking an egg.

INSTRUCTIONAL OBJECTIVES

Students will:

- connect to folk artist Marj Nejdí's technique, influences and inspirations
- identify a variety of lines and use line as an artistic element in a piece of artwork
- plan, create and evaluate a line design using a "batik" technique
- evaluate the procedures of Marj Nejdí's techniques and those used in "batiking"
- connect the artist within to Ms. Nejdí's life and work

PROCEDURES

1. Share with students a variety of lines: curved, straight, broken, etc.
Compare the lines to those used by Ms. Nejdí in the video. Provide paper and invite students to experiment with a line design and then create an egg shaped design they would like to use. Students will then place muslin, cut in an egg shape, over the drawing and tape the two together so that the pencil design they have created is visible through the muslin.
2. Students then trace the lines of the design onto the fabric using crayons.

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IOWA'S
CULTURAL
+
ARTISTIC
LEGACY
EVOLVES

Influence + Inspiration

LESSON PLAN: ELEMENTARY
Marj Nejdí



3. Next, using tempera paint mixed in a 1:4 ratio, students will paint on the muslin, using the pattern underneath as a guide. Students may want to blend colors by painting right up to or surpassing crayon lines. Instruct students to paint to the edge of muslin and if desired, turn the piece over continuing the same colors on the back of the muslin as well. Fabric should feel stiff.

4. Allow work to dry 24–48 hours.

5. Rinse the muslin in a sink with cool water. Do not wring water out of the fabric; this may remove more paint than necessary. Blot with paper towels and hang to dry. The color will be paler than the original but some paint will remain.

For older students the teacher may have the students use dye for coloring the fabric. After transferring the lines to the fabric using crayon, the muslin, or portions of the muslin, can be dipped into dye. In order to maintain the color in an area of the cloth that has already been dyed, the student will fill that space with crayon. Then proceed with dying the fabric a second color. This would be repeated until all colors desired have been dyed.

6. When the piece is completed and dried, use an iron and newspaper to remove the crayon from the fabric.

7. Conclude by comparing batik on muslin to batik on a real egg and discussing what inspires this artist and how this art form and artist inspire the students.

RESOURCES

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Images

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